2017

AP German Language and Culture

Scoring Guidelines

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Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

Interpersonal Writing: E-mail Reply (Task 1)

5: STRONG performance in Interpersonal Writing
- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing
- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) with some elaboration
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

3: FAIR performance in Interpersonal Writing
- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing
- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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1: POOR performance in Interpersonal Writing
• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
• Provides little required information (responses to questions, request for details)
• Barely understandable, with frequent or significant errors that impede comprehensibility
• Very few vocabulary resources
• Little or no control of grammar, syntax, and usage
• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
• Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing
• Mere restatement of language from the stimulus
• Completely irrelevant to the stimulus
• "I don't know," "I don't understand," or equivalent in any language
• Not in the language of the exam

- (hyphen): BLANK (no response)

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Presentational Writing: Persuasive Essay (Task 2)

5: STRONG performance in Presentational Writing
• Effective treatment of topic within the context of the task
• Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
• Integrates content from all three sources in support of the essay
• Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
• Organized essay; effective use of transitional elements or cohesive devices
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Varied and appropriate vocabulary and idiomatic language
• Accuracy and variety in grammar, syntax, and usage, with few errors
• Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing
• Generally effective treatment of topic within the context of the task
• Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
• Summarizes, with limited integration, content from all three sources in support of the essay
• Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
• Organized essay; some effective use of transitional elements or cohesive devices
• Fully understandable, with some errors that do not impede comprehensibility
• Varied and generally appropriate vocabulary and idiomatic language
• General control of grammar, syntax, and usage
• Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

3: FAIR performance in Presentational Writing
• Suitable treatment of topic within the context of the task
• Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
• Summarizes content from at least two sources in support of the essay
• Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
• Some organization; limited use of transitional elements or cohesive devices
• Generally understandable, with errors that may impede comprehensibility
• Appropriate but basic vocabulary and idiomatic language
• Some control of grammar, syntax, and usage
• Uses strings of mostly simple sentences, with a few compound sentences

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2: WEAK performance in Presentational Writing
- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Uses strings of simple sentences and phrases

1: POOR performance in Presentational Writing
- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentational Writing
- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

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Interpersonal Speaking: Conversation (Task 3)

5: STRONG performance in Interpersonal Speaking
• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Varied and appropriate vocabulary and idiomatic language
• Accuracy and variety in grammar, syntax, and usage, with few errors
• Mostly consistent use of register appropriate for the conversation
• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Interpersonal Speaking
• Maintains the exchange with a series of responses that is generally appropriate within the context of the task
• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration
• Fully understandable, with some errors that do not impede comprehensibility
• Varied and generally appropriate vocabulary and idiomatic language
• General control of grammar, syntax, and usage
• Generally consistent use of register appropriate for the conversation, except for occasional shifts
• Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Interpersonal Speaking
• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
• Provides most required information (e.g., responses to questions, statement and support of opinion)
• Generally understandable, with errors that may impede comprehensibility
• Appropriate but basic vocabulary and idiomatic language
• Some control of grammar, syntax, and usage
• Use of register may be inappropriate for the conversation with several shifts
• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
• Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking
- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the conversation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Interpersonal Speaking
- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, statement and support of opinion)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Interpersonal Speaking
- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:
The term "community" can refer to something as large as a continent or as small as a family unit.
The phrase "target culture" can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking
- Effective treatment of topic within the context of the task
- Clearly compares the student's own community with the target culture, including supporting details and relevant examples
- Demonstrates understanding of the target culture, despite a few minor inaccuracies
- Organized presentation; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Presentational Speaking
- Generally effective treatment of topic within the context of the task
- Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Presentational Speaking
- Suitable treatment of topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the presentation with several shifts

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• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
• Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK performance in Presentational Speaking
• Unsuitable treatment of topic within the context of the task
• Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
• Demonstrates a limited understanding of the target culture; may include several inaccuracies
• Limited organization; ineffective use of transitional elements or cohesive devices
• Partially understandable, with errors that force interpretation and cause confusion for the listener
• Limited vocabulary and idiomatic language
• Limited control of grammar, syntax, and usage
• Use of register is generally inappropriate for the presentation
• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
• Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Presentational Speaking
• Almost no treatment of topic within the context of the task
• Presents information only about the student's own community or only about the target culture, and may not include examples
• Demonstrates minimal understanding of the target culture; generally inaccurate
• Little or no organization; absence of transitional elements and cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility
• Very few vocabulary resources
• Little or no control of grammar, syntax, and usage
• Minimal or no attention to register
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Presentational Speaking
• Mere restatement of language from the prompt
• Clearly does not respond to the prompt; completely irrelevant to the topic
• "I don't know," "I don't understand," or equivalent in English
• Clearly responds to the prompt in English

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